



Manifested *Competencies*

Manifested Competencies

Reflection

Knowledge and research from the social sciences, communication arts, and the humanities are integrated in the Organizational Leadership curriculum, which is an interdisciplinary endeavor. With a program that draws on such a wide range of disciplines, the influence and impact of my learning journey is evident not only in my final project but in my own leadership growth and development throughout my studies.

Courses from both the COML and ORGL program helped inform my project, whether holistically (The impact of ORGL 605 and the idea that leadership development could come from the arts) or specifically related to individual topics included in the journal (how organizational culture and communication can impact leadership development and effective leadership techniques from COML 504). Reflections on each course and the demonstrated competencies from each demonstrated in my final project is included in this presentation.



Concentrations

My leadership attitude and development have been profoundly influenced by the two concentrations I pursued while earning my degree in organizational leadership: Global Leadership and Strategic and Crisis Communications. These concentrations not only spoke to the strengths of my background as a crisis manager in the US military, but also provided a greater depth to the values and philosophies I hold as a leader.

The global leadership concentration emphasizes the cultivation of the knowledge, abilities, and self-assurance necessary to lead in a workplace that is both diverse and complex. Emphasis is placed on developing cultural knowledge and self-awareness, while also learning to navigate unfamiliar contexts with meaning.

The importance of communication in any organization is thoroughly examined in the strategic and organizational communication concentration. In order to pinpoint issues, steer change, and convey innovative solutions, a great deal of time and energy was devoted to researching applicable theory and best practices in strategic communication.

COML 504

Manifested Competencies

- The meaning and function of communication in organizations and how it relates to leadership development.
- The intersection of leadership development and culture, socialization, communication, technology and globalization.

Reflection

Although it was a daunting experience overall, this course demonstrated the critical role that effective communication plays in any enterprise. Even though it's implied by the name of the course, knowing how information moves around an organization is crucial to the company's success. The usefulness of the course can be traced in part to the culminating project, which consisted of a communication audit. The audit was initially intimidating. It was a new way of looking at things compared to my prior experience with simple cause-and-effect diagrams and tabular data. Instead, I was able to weave a narrative out of disparate pieces of information. The shift in perspective that I experienced when approaching the organization from a "communication" lens was reinforced in subsequent courses on systems thinking and feedback loops. I was able to follow "symptoms" back to a more accurate root cause thanks to the system thinking principles, which greatly improved the quality of my audit and gave me confidence in my analysis and suggestions.

Organizational Communication

Readings & Media:

Strategic Organizational Communication, by Charles Conrad & Marshall Scott

Assessing Organizational Communication: Strategic Communication Audits, by C. Downs & A. Adrian

Films:

Office Space
Arrival



ORGL 510

Manifested Competencies

- Generate original thinking and application related to best practices in training and consulting
- Build skills in creating and delivering training content.
- Communication
- Practical application of skills and principles.

Reflection

This course challenged my assumptions of what art could be, and how impactful it was and continues to be in our society. Although I have visited Florence before, I was able to see the city and the art through new eyes and make new connections. There were so many moments that impacted me, but there were two big highlights from my time in Florence.

First, during the trip I was able to use my collection of art and art history knowledge in new ways, and I was able to share valuable information with my classmates. Being able to provide context to certain artistic choices and how they translated to society and life allowed us all to engage in deeper conversations. The positive feedback I got from this boosted my confidence that my final leadership project could provide value by connecting leadership and art. The second moment that stands out to me was giving a presentation to the class on art and the value of its influence even in today's modern world. I experienced a flow state during that presentation, the moment where challenge and passion were perfectly balanced, and I knew exactly what and how I wanted to share my ideas.

This course strongly influenced the final form of my leadership project, and my desire to continue my learning journey.

Renaissance Leadership for the 21st Century

Readings & Media:

How To Think Like Leonardo da Vinci, by Michael J. Gelb

Age of Discovery: Navigating the Risks and Rewards of our New Renaissance, by Ian Goldin

The House of Medici: Its Rise and Fall, by Christopher Hilbert

Brunelleschi's Dome, by Ross King



COML 511

Communication Consulting & Training

Readings & Media:

Active Training: A handbook of techniques, designs, case examples, and tips by M. Silberman & E. Beich

Manifested Competencies

- Dynamics of the creative process and its impact on art, architecture, literature, politics and more.
- Impact of global consciousness on individuals and communities
- Self-awareness and cultural sensitivity
- Finding meaning in unfamiliar environments
- Renewal, rediscovery, invention & creativity
- Integrative approaches to the art of leadership

Reflection

I took the COML 504 and COML 511 classes concurrently, and I'm pleased I did because they were incredibly well suited to one another. I'm so happy I stepped outside of the "traditional" ORGL program and took additional COML classes! In this course, I was able to put my knowledge and skills to use in real-world situations. The group work component of the training was the highlight for me. We had a fantastic team that worked well together and pushed each other. Everyone on our team was a leader in their own right, and I was exposed to new tools and methods. It was the perfect example of how collaborative efforts ought to be conducted all the time. The texts for this course - Active Training and Peter Block, in particular - served as invaluable tools for me both during and beyond my time in this course.



COML 512

Manifested Competencies

- Develop and deploy research-based integrated strategies and tactics

Reflection

This course perfectly bridged the gap between my knowledge and experience. Despite my experience in crisis management while serving in the United States Coast Guard, I had never given any thought to a career outside of disaster relief. This class taught me that the things I've done so far can serve as a basis for other endeavors. The challenging nature of the final project—developing a crisis response strategy for a shoe company—was what I enjoyed most. Never in a million years would I have imagined that shoe companies would experience crises, or if they did, that my experience would be relevant in any way to the management of such a crisis. As the semester progressed toward the culminating project, I realized how much of an influence I could have, and meeting the unique challenge was quite rewarding. I probably did much too much research for this class, but I was thrilled to present my finished product since I was so proud of it! This seminar was the first time for me that I truly started to imagine myself working in a profession other than being a government contractor.

Strategic & Crisis Communications

Strategic Communications for PR, Social Media and Marketing, by L.J. Wilson & J.D. Ogden

The Handbook of Strategic Public Relations and Integrated Marketing Communications, by C. L. Caywood



ORGL 518

Manifested Competencies

- Develop a working understanding of transformative leadership both individually and organizationally.
- Practicing transformational leadership
- Dynamics of transformation & how to develop/facilitate it within individuals and organizations.

Reflection

What made this course so impactful for me was the realization that leadership (and the opportunity to learn and grow) can happen anywhere, and from any source. Quite suddenly, I had a massive perspective shift with this realization! The things I casually enjoyed, such as art, music, and movies, took on a new depth as I built connections between them and leadership topics. During this course, I realized I could take a complex idea or concept(s) and relate to nearly any audience by finding the connections between the lesson and what their interests are.

It changed the way I mentored, engaged and provided training to others: I no longer felt tied to "pure" leadership books or sources, because I was comfortable finding the connections using songs, movies, stories and lived experiences.

Transforming Leadership

Readings & Media:

A Hidden Wholeness: The Journey Toward an Undivided Life, by Parker J. Palmer

Transforming Leadership: The Pursuit of Happiness, by James MacGregor Burns

Murder in the Cathedral, by t.s.eliot

Films:

Malcom X (1992)

Romero (1989)

Gandhi (2001)

The Mission (1986)

A Man for All Seasons (1966)



ORGL 520

Manifested Competencies

- Understanding the nature of conflict, both as a destructive and a creative force.
- Developing skills to empower others and self, and lead change

Reflection

This course challenged me to understand different perspectives using the real-life example of the Arizona Copper Mine strikes in the early 1980s. Having never heard of the strikes, I none the less was quickly able to identify and empathize with one group (the miners) over the others (the company and the state). The challenge of the course, however, was not to support my opinion but to maintain an open mind to create understanding of the many opposing sides and their motivations in order to provide a more neutral perspective for problem solving.

Shifting the ideas of *conflict* and *compromise* from meaning “I win / You lose” and “we both are equally unhappy” was very valuable as a tool for negotiation and conflict management. Being able to maintain empathy without overly sympathizing with one party or another, and treating solution finding as a positive outcome for everyone in a “we can all win” mindset was eye-opening. It was immediately useful to me in my day-to-day work of people managing. While the course overall failed to live up to my expectations and I wish it would have focused more on negotiation and conflict in general rather than just this one example, I still found value in the lessons.

Organizational Communication

Readings & Media:

Conflict: From analysis to intervention, by S. Cheldelin & D. Druckman

Holding the Line: Women in the great Arizona mine strike, by Barbara Kingslover

The little book of conflict management, by J.P. Lederach

Copper Crucible: How the Arizona miner strikes of 1983 recast labor-management relations in America, by J. Rosenblum



ORGL 570

Manifested Competencies

- Increased self-awareness and cultural sensitivity
- Importance of reflection and action
- Inquisitiveness and open-mindedness.
- Integration of diverse ideas and perspectives from a variety of sources to create a cohesive vision

Reflection

This course was not what I was expecting at all – rather than a strong focus on culture and leading in a globally and culturally diverse organization, the course tackled the challenging topics of globalization and what kinds of impacts it has around the world. We really dove into the double-edged sword of globalization and its impact on labor rights, economies, the environment and politics, especially impacts to developing countries. I expected a deep dive into office politics: instead, I was confronted with the very real dilemmas facing organizations and societies today.

Globalization requires organizations to balance competing priorities of financial success with fairness, sustainability, and social responsibility. As “corporate responsibility” takes on new meanings in current times, companies are challenged with evolving their own standards and ethical considerations – no small commitment, especially as different societal and social norms regarding safety, equality, health and fairness begin to clash. This course opened my eyes to many new ideas and considerations when it comes to globalization and what challenges there are for leaders tasked with balancing across political, social and organizational norms.

Intro to Global Systems

Readings & Media:

Global Leadership: Research, practice and development, by M.E. Medenhall; J.S. Osland; A. Bird; G.R. Oddou; M.L. Maznevski; M.J. Stevens; and G.K. Stahl

Women as Global Leaders, by F.W. Ngunjiri & S. R. Madsen



ORGL 577

Manifested Competencies

- Identify preconceived notions and restructure cognitive narratives
- Integration of historical, cultural and political contexts for modern day challenges
- Prepare credible & persuasive documents
- The impact of culture on organizations, communications and relationships

Reflection

This course elevated my interest in the international community. I considered myself a well-traveled individual before taking this course, although my focus had been more on Asia than on Europe. I did not, however, extend my interests beyond cultural appreciation. Since my experience in Brussels and with BEF, I've become interested in learning about the world beyond its cuisine and culture, including its institutions, effects of geography, political parties, historical influences, etc. Now that I know more about the international community, from individual nations to the European Union and NATO, I can better appreciate the United States and its place in the world. What I gained from this experience was a deeper understanding of what culture is and how it affects business and relationships daily and not only as a tourist attraction. It also allowed me to identify and reevaluate certain long-held ideas and ignorance I hadn't addressed. If given the opportunity, I would take this course and participate in BEF again because of the impact it has on my development as a global citizen.

Global Issues: Brussels Spring 2023

Readings & Media:

Leading through conflict: How successful leaders transform differences into opportunities by M. Gerzon

The World: A brief introduction, by Richard Haas

The Power of Geography: Ten maps that reveal the future of our world, by T. Marshall

The Culture Map: Breaking through the invisible boundaries of global business, by Erin Meyer

Factfulness: Ten reasons why we're wrong about the world – and why things are better than you think, by H. Rosling, A. Rosling-Ronnlund & O. Ronnlund

United States Government: A tradecraft primer: Structured analytic techniques for improving intelligence analysis



ORGL 600

Manifested Competencies

- Identifying who **I** am as a leader through a "whole-self" learning process
- Identifying who I **want to be** as a leader, and how to achieve my vision
- Internal leadership perspectives and growth
- Self-reflection, philosophy and the creation of meaning both internally and organizationally.
- Identifying toxic thinking and behavior in self and organizations, and how to grow from it.

Reflection

This course provided me with a solid grounding in the fundamentals of leadership and a solid foundation upon which to build a deeper understanding of the many distinct leadership approaches. Moreover, it broadened my understanding of how leaders are made. As an initial entry point to the program, my eyes were opened to all the “unknown unknowns” I had when it came to leadership development.

Foundations of Leadership

Readings & Media:

Heraclitean fire: journeying on the path of leadership, by Dr. Michael Carey

Pedagogy of the Oppressed, by P. Freire

The Leadership Challenge, by J. Kouzes and B. Posner

Leadership: theory and practice, by P. Northouse

The Courage to Teach, by Parker J. Palmer

Leadership and the new science: discovering order in a chaotic world, by M. J. Wheatley

Student Leadership Practices Inventory



ORGL 605

Manifested Competencies

- Experiencing the creative process and how it can inform leadership development in self and organizations.
- Imagination and creativity as it relates to leadership
- Applying principles of whole-person learning and action to self and organizations
- Pulling meaning from non-traditional sources as it relates to leadership development.
- "See and See Again"

Reflection

This was the first course I took with Gonzaga, and I knew on the first day of the “virtual immersion” (thanks to COVID) that I had chosen a fantastic program and university. The idea of leadership being a multi-faceted and fluidly adaptable concept was so at odds with what I have been trained to expect over my military career that I was a little taken aback at first when we began discussing songs, theater, movies, and activities that on the surface had little to do with “traditional leadership”. I very quickly jumped on board and adapted though – the concepts and values of the organizational leadership program and developing the “whole person” appealed directly to my own fledgling leadership philosophy. The culminating assignment for this course was a creative project. I chose to take my notes and turn them into a type of “art book” – my notetaking style is very visual, and I spent much time turning concepts and topics into artistic representations. Taking those notes, I created four separate art books. This seed of an idea to combine my artistic talents with leadership development gradually developed over time into my ultimate capstone project: an interactive leadership journal.

Imagine, Create, Lead

Readings & Media:

Various selected articles and readings.

First introduction to Brene Brown, initially through her Ted Talks and later through her body of published work.



ORGL 610

Manifested Competencies

- Ethical communication and decision making
- Leadership & the common good
- The importance of acknowledgement and consideration of multiple ethical perspectives.

Reflection

One of the degree program's most challenging classes for me personally was this one. I had a lot of difficulty with the case studies involving Harvard and Snowden because I had such strong opinions and clarity on what the "right" answer was in each case: Not because I have ethical problems, but because the course required us to develop an actual understanding of what it means for there to be "no right answers" - I struggled enormously with this. It took every ounce of self-control I could muster to avoid viewing each interaction on the discussion boards (and in the papers I wrote) as a test of whether or not I could convince the other person that I was right.

It was an unusual situation, especially given that I have read extensively in this course and others in the programs about the importance of allowing for divergent viewpoints and accepting that I don't have to be right all the time. This is the first lesson where I've had to consciously try to put some distance between my reactions and the triggering events.

While challenging, this course was an important part of my continued development as a leader, forcing me to be uncomfortable to continue to grow and develop.

Communication & Leadership Ethics

Readings & Media:

Communication ethics literacy: Dialogue and difference, by R. Arnett; J. Fritz; McManus, L.

Organizational Ethics: A practical approach, by C. E. Johnson

Countering Hate: Cases of change, by K. F. Hoover



ORGL 615

Manifested Competencies

- Exploring the nuances of working with varied demographic backgrounds, different communication and influence strategies.
- The leader's role in shaping a team's effectiveness and dynamics.

Reflection

I was challenged in this course to change my perspective and embrace systems thinking. I started this course very comfortable with root cause analysis, and at first I tried to force systems thinking into this same box. Initially, I would try to force my learning and my solutions to the systems journal and topics through the root cause analysis tools and perspectives, getting more and more frustrated as I had to adapt them more and more to make them work. Finally, I had to stop and ask myself "but why am I so resistant to a new idea?" Once I realized I was resistant to change without a justifiable cause, I buckled down and changed my perspective and assumptions. Instead of using what I already knew to try and force-fit in my understanding of systems, I learned about systems, then fit that into what I already knew. I flipped my script. And it made a huge difference.

Leadership isn't about "one right answer". And its not about responding - its about being proactive. To quote Dr Carey, who used this phrase time and time again in his classes, it requires you to Look then look again. I started this class stuck in a pattern I wasn't willing to recognize, but eventually I was able to step back, look and look again, and change the narrative - "but why is this even happening?"

Organizational Communication

Readings & Media:

The Fifth Discipline: The art and practice of the learning organization, by P. M. Senge

Systems Thinking basics: from concepts to causal loops, by V. Anderson & L. Johnson



COML 681

Manifested Competencies

- Using stories and narratives to inform, inspire, motivate, ground and teach.

Reflection

Leadership and storytelling truly go hand in hand: narratives and metaphors are ways in which leaders can demonstrate authenticity, share complex ideas and concepts and connect with their teams. The opportunity to go deeper into how stories can inspire, motivate and create lasting change allowed me to practice my writing and speaking skills. This course was far more casual than most other courses I have taken. We would meet regularly for “fire side chats” and explore the power that storytelling can have for leaders. Over the course, we wrote four short stories. I am proud of each of them, but one stands out as unique even among gems. Included as my artifact for this course, my “future story” is a “choose your own adventure style” story that has a few different paths to follow based on the choices of the reader.

This is a story that I wrote first for myself: the underlying message is that regardless of the paths I choose and the unexpected turns along the way, I know where I want to get to by the end. Having a clear vision and philosophy to guide me, the story is a way to tell myself (and others) that while the journey may be unexpected, if you allow your values, philosophies and personal mission statement to guide you, eventually you will find your way to the desired goal. At the time of the course and writing the story, I was in a transitional phase of leaving the military after 20 years – the only life I have know as an adult – and facing what seemed like endless possibilities for life “after the uniform”. Writing the story gave me a sense of comfort, but also provided a perspective to share with others I have mentored since going through similar life changes. The power of stories to uncover our emotions and give us clarity of vision was the biggest take away from this course, and informed a large portion of my capstone project.

Leadership and Storytelling

Various selected articles and narratives.

